



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Crescent Park School

SAU: RSU 44 / MSAD 44

## Contents of the Report

Assessment Data

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	42	40	95	70	67	65	0	70	28	3	39	1
	2009-2010	54	53	98	75	75	73	17	58	13	11	53	0
Female	2008-2009	25	24	96	71	68	70	0	71	29	0		
	2009-2010	30	30	100	83	84	76	23	60	10	7		
Male	2008-2009	17	16	94	69	65	60	0	69	25	6		
	2009-2010	24	23	96	65	65	69	9	57	17	17		
Caucasian/White	2008-2009	40	38	95	71	67	66	0	71	26	3		
	2009-2010	53	52	98	77	76	74	17	60	12	12		
African American/Black	2008-2009	1	1	100			42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	19	17	89	82	75	53	0	82	12	6		
	2009-2010	25	25	100	64	68	62	8	56	16	20		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	40	36	0	13	75	13		
	2009-2010	10	9	90		0	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	89	87	71	4	85	9	2	46	0
	2009-2010	42	41	98	63	66	67	22	41	29	7	40	1
Female	2008-2009	23	23	100	91	83	75	9	83	9	0		
	2009-2010	23	22	96	68	66	71	32	36	27	5		
Male	2008-2009	23	23	100	87	90	67	0	87	9	4		
	2009-2010	19	19	100	58	66	63	11	47	32	11		
Caucasian/White	2008-2009	45	45	100	89	86	71	4	84	9	2		
	2009-2010	39	38	97	66	67	68	24	42	29	5		
African American/Black	2008-2009	1	1	100			53						
	2009-2010	2	2	100			43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	23	23	100	91	91	60	0	91	4	4		
	2009-2010	21	20	95	60	63	56	15	45	30	10		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	50	50	43	0	50	33	17		
	2009-2010	8	8	100		38	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	59	64	67	4	55	31	10	51	0
	2009-2010	47	47	100	79	82	72	11	68	15	6	47	0
Female	2008-2009	25	25	100	56	63	70	4	52	36	8		
	2009-2010	24	24	100	79	84	78	21	58	17	4		
Male	2008-2009	26	26	100	62	65	64	4	58	27	12		
	2009-2010	23	23	100	78	80	67	0	78	13	9		
Caucasian/White	2008-2009	49	49	100	61	64	67	4	57	31	8		
	2009-2010	46	46	100	78	82	73	11	67	15	7		
African American/Black	2008-2009	0	0				46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009	1	1	100			56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	19	19	100	37	48	53	0	37	42	21		
	2009-2010	26	26	100	65	72	62	8	58	23	12		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	30	31	0	17	17	67		
	2009-2010	5	5	100			36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	42	40	95	78	73	70	18	60	13	10	39	1
	2009-2010	54	53	98	72	71	62	17	55	19	9	53	0
Female	2008-2009	25	24	96	79	72	68	21	58	8	13		
	2009-2010	30	30	100	67	74	61	17	50	30	3		
Male	2008-2009	17	16	94	75	75	71	13	63	19	6		
	2009-2010	24	23	96	78	68	63	17	61	4	17		
Caucasian/White	2008-2009	40	38	95	79	74	71	18	61	13	8		
	2009-2010	53	52	98	73	72	63	17	56	17	10		
African American/Black	2008-2009	1	1	100			45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	19	17	89	76	65	58	6	71	12	12		
	2009-2010	25	25	100	64	68	50	12	52	20	16		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	25	30	46	0	25	38	38		
	2009-2010	10	9	90		50	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	74	74	66	9	65	20	7	46	0
	2009-2010	42	41	98	63	58	62	15	49	27	10	40	1
Female	2008-2009	23	23	100	74	79	66	4	70	22	4		
	2009-2010	23	22	96	68	57	62	23	45	18	14		
Male	2008-2009	23	23	100	74	69	67	13	61	17	9		
	2009-2010	19	19	100	58	59	63	5	53	37	5		
Caucasian/White	2008-2009	45	45	100	73	73	67	9	64	20	7		
	2009-2010	39	38	97	63	58	63	13	50	29	8		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	2	2	100			36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	23	23	100	74	77	54	9	65	17	9		
	2009-2010	21	20	95	50	44	50	15	35	35	15		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	33	41	0	17	50	33		
	2009-2010	8	8	100		38	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	63	65	66	12	51	27	10	51	0
	2009-2010	47	47	100	70	69	64	15	55	19	11	47	0
Female	2008-2009	25	25	100	52	57	65	4	48	40	8		
	2009-2010	24	24	100	67	69	64	13	54	21	13		
Male	2008-2009	26	26	100	73	74	66	19	54	15	12		
	2009-2010	23	23	100	74	69	64	17	57	17	9		
Caucasian/White	2008-2009	49	49	100	65	65	67	12	53	27	8		
	2009-2010	46	46	100	70	68	65	15	54	20	11		
African American/Black	2008-2009	0	0				43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009	1	1	100			52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	1	1	100			69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	19	19	100	42	41	53	0	42	32	26		
	2009-2010	26	26	100	62	64	51	4	58	23	15		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	33	40	38	0	33	0	67		
	2009-2010	5	5	100			34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Crescent Park School  
**SAU:** RSU 44 / MSAD 44  
**Grade:** 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	98 100	99 99	72	75 74	71 69	99	99 100	99 99	67	67 63	63 61	93	93	95
Caucasian/White	99	99 100	99 99	73	75 75	71 69	99	99 100	99 99	67	67 63	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	99 100	99 99	58	67 64	60 56	99	99 100	99 99	55	58 51	50 47			
Students with Disabilities	*	* *	97 98	7	28 21	36 28	*	* *	97 98	33	45 15	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	12	10	6	0	0	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>